

Lockport City School District

Grade 3 Process-Driven Culminating Task for Units 1 and 4 Aligned Rubric: PROJECT

Directions:

Writers will conduct research on a selected topic to gather facts and details. They will use what is learned to compose a narrative that is grounded in the evidence gathered from research. The narrative may be based on real or imagined experiences.

Successful writers will demonstrate the ability to:

Determine the main idea of a text; recount the key details and explain how they support the main idea(RI. 3.2)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (W.3.5)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. (W.3.10)

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ My writing sparks my readers' curiosities. My message is meaningful and focused. I show rather than tell.	EXPERIENCED _____ The reader can hear me or my speaker in this piece. My reader can tell how I feel when they read my work. I really move my readers. I use details that add emotion and reveal age or geographic location or historical setting.	EXPERIENCED _____ I grab my reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another. I add details and clues in just the right places.
DEVELOPING _____ My writing provides details about my topic. My message is taking shape, but I'm still not completely clear about what it might be. I tell rather than show.	DEVELOPING _____ In some parts of my writing, my reader can begin to hear me or my speaker. Some feelings are expressed, but my readers won't react to what I've written in any way. I add some details that reveal emotion, age, or geographic location or historical setting.	DEVELOPING _____ My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.
BEGINNING _____ My message is confusing. Missing details make it hard for my reader to picture what I'm saying.	BEGINNING _____ It seems that I don't have any feelings about this topic. I don't include details that reveal mood, age, geographic location, or historical setting.	BEGINNING _____ My writing is confusing. My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing. Details are missing or out of place.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes words that are precise—they mean exactly what I want them to.</p> <p>My readers are able to see, feel, and hear what I intended them to.</p> <p>The words that I choose help me to show rather than tell.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>I use a variety of transitions and transitional phrases.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader’s attention. They aren’t striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I use some transitions and transitional phrases.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don’t make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. My reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I need to use transitions and transitional phrases.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Writing Process	EXPERIENCED ____	DEVELOPING ____	BEGINNING ____
	--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.	--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.	--My writing is usually based upon the first idea that comes to mind.
	--I change my writing as I go, based on new ideas I develop or suggestions from other people.	--I make at least one change to my writing when I'm working.	--I'm not sure how to make changes to my writing yet.
	--I make corrections in conventions.	--I ask others to tell me how to improve my work. Sometimes, I make changes.	--My final copy is nearly identical to my rough draft.
	--I look for ways to share my work with others.	--I share my work when my teacher tells me to.	--I don't share my work with other people.

Technology Integration

EXPERIENCED____

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.

--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.

--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING____

--My teacher helps me select and use technology tools that connect with my purposes.

--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise

--I use selected technology tools to share my work with an audience.

BEGINNING____

--I use the single technology tool suggested to me by my teacher.

--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.

--I am learning how I can share my work with an audience using technology tools.